

School-Level RTI Team Membership

Assemble a multi-disciplinary team appropriate for addressing students' needs, including:

- Administrators
- Teachers representing all levels and instructional areas
- Counselors
- School psychologists
- Speech/language pathologists
- Parents
- Community agency representatives

Tasks

- Meet regularly to address concerns
- Educate parents about RTI practices
- Identify needs for professional development
- Identify Tier 2 and Tier 3 interventions and supports
- Identify strategies for extensions
- Write intervention plans
- Communicate intervention plans and progress to involved personnel
- Monitor progress of students receiving targeted and intense interventions

Decision Making

- Identify the problem considering all relevant factors
- Use data to analyze the problem and determine the cause
- Create an intervention plan that defines the intervention, how it is to be implemented, duration and frequency, and method for monitoring progress
- Monitor fidelity of implementation
- Evaluate progress through data review and determine next steps

Resources

Indiana's Vision of RTI Guidance Site

www.doe.in.gov/rti

Using RTI for Indiana's Students

www.doe.in.gov/indiana-rti/docs/2009-03-12-RTIGuidanceDocument.pdf

RTI Action Network

www.rtinetwork.org

National Center on Response to Intervention

www.rti4success.org

Intervention Central

www.interventioncentral.org

National Center on Student Progress Monitoring

www.studentprogress.org

National Center on Learning Disabilities

www.nrcld.org

RTI Tools

www.rtitools.com

You Can Handle Them All

www.disciplinehelp.com

National Association of School Psychologists

www.nasponline.org

Family, School, and Community Partnerships in RTI

- Link activities to student learning outcomes
- Use diverse strategies tailored to families
- Maintain two-way communication and collaboration
- Provide families with information and strategies to support student success
- Disseminate materials to families explaining RTI
- Provide an overview of RTI at PTO meetings
- Include parents on school-based RTI teams
- Send letters home detailing a student's intervention plan (required by Article 7)

Progress Monitoring

- Conduct schoolwide universal screenings with all students to reflect the effectiveness of the core curriculum and instruction and identify those students who are in need of interventions and/or extensions
- Conduct universal assessments at the beginning of the year to identify baselines and at least two times during the year to evaluate progress toward benchmarks
- Monitor progress using CBMs to evaluate the effectiveness of instruction and intervention.
- The frequency of progress monitoring should increase for students who have specific academic, social/emotional, or behavioral needs addressed through scientifically-based interventions
- Conduct progress monitoring with fidelity to ensure that the assessment tools and processes are implemented as intended and to ensure reliability and validity of results

Implementation Steps

Build Consensus

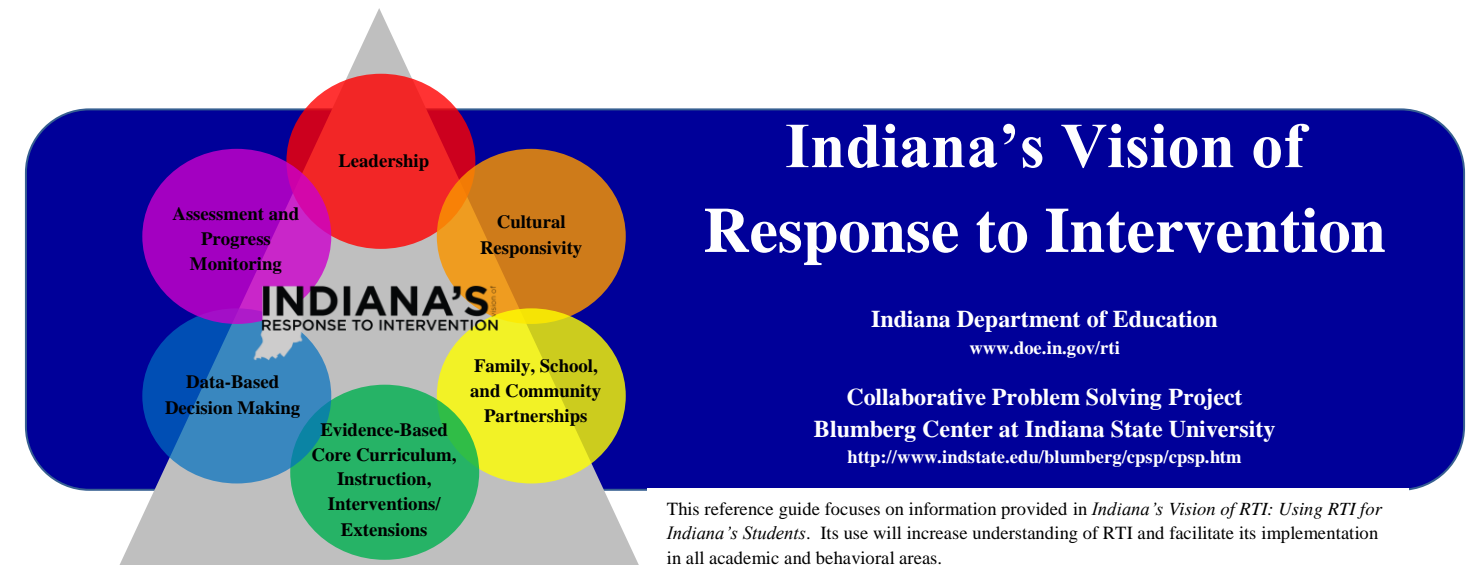
- Provide information and coordinate with district administration
- Provide information to school staff and others about RTI and identify consensus level for implementing RTI
- Determine next steps
- Plan to support change initiative

Build the Infrastructure

- Form a leadership team
- Provide the leadership team with appropriate training and skill development to lead RTI
- Work through the *Indiana RTI Inventory and Needs Assessment* to develop action plans

Implement the Plan

- Provide professional development and ongoing supports for those administering assessments and providing instruction
- Implement logistics of assessments and periodic data analysis
- Implement logistics of core, supplemental, and intensive instruction
- Monitor implementation
- Collect and summarize program evaluation data
- Communicate regularly with school staff



Response to Intervention is a systemic process that ensures ALL students learn.

Indiana's Vision of RTI is a framework for prevention, advancement, and early intervention, which involves determining whether all students are learning and progressing optimally academically, socially, emotionally, and behaviorally when provided with high quality instruction that s all aspects and needs of students. RTI in Indiana offers the opportunity to integrate, collaborate, and cooperate across all educational initiatives to ensure we prepare all students for their futures.

The Six Core Components of Indiana RTI

Indiana RTI finds its basis in research for implementing systemic change that incorporates six Core Components. These components include the following:

- Leadership
- Cultural responsivity
- Family, school, and community partnerships
- Evidence-based core curriculum, instruction, and interventions/extensions
- Data-based decision making
- Assessment and progress monitoring

To determine their readiness, needs, and priorities for implementing RTI, schools/districts should complete the *Indiana RTI Inventory and Needs Assessment* (www.doe.in.gov/rti).

Differentiated Instruction

DI is a process of designing instruction that meets the varied needs of a group of learners. It includes, but is not limited to, varying the instructional strategies, groupings, or materials and student assignments based on student skill levels, learning preferences, and interest levels. Educators must use the following components of DI as a foundation of RTI :

- Use diagnostic assessments to determine students' strengths and needs

- Form small groups with similar needs or interests
 - Teach specific skills and strategies explicitly and systematically
 - Increase opportunities for guided and independent practice
 - Match materials to students' abilities
 - Use data to determine student progress and identify skills and strategies for reteaching
- C. Denton. (2007). *Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching*. RTI Action Network at www.rtinetwork.com

Tiers in RTI – Academic and Behavior

Tier 1

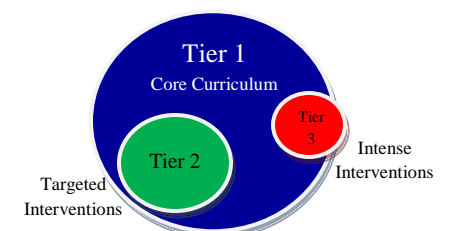
- Provide evidence-based, differentiated instruction to meet the needs of all students
- Utilize flexible grouping
- Administer universal screening assessments to “red flag” students
- Progress monitor to assess student growth
- Ensure 80-90% of students are instructionally or behaviorally successful with universal interventions
- Evaluate the core curriculum and instructional practices if less than approximately 80% are successful

Tier 2

- Provide small group supplemental instruction for students requiring targeted interventions (5-10% of students), but who continue to receive core instruction
- Provide increasingly intensive instruction or extensions
- Progress monitor to assess student growth

Tier 3

- Provide individual or very small group instruction for students requiring intense interventions (1-5%), but who continue to receive core instruction
- Provide individualized instruction focused on specific skill deficits
- Progress monitor to assess student growth



RTI and the Law					
	RTI	NCLB 2001	IDEA 2004	PL 221	Article 7
Statement of Purpose	Provides a schoolwide model of integrated instruction, assessment, and data-based decision making to improve student outcomes.	Requires that all students reach high standards in reading, math, and science and graduate from high school.	Improves educational outcomes for students with disabilities.	Requires that all students reach high standards in reading, math, and science and graduate from high school.	Improves educational outcomes for students with disabilities.
Instructional Program Coherence	Requires both horizontal and vertical alignment of instructional practices, screening, and progress monitoring.	Requires an integrated instruction and assessment system. Requires assessment of student progress in the state curriculum.	Requires the use of research-based interventions, progress monitoring, accountability, and access to the general curriculum, as well as alignment of transition services with post-school opportunities.	Requires an integrated instruction and assessment system. Requires assessment of student progress in the state curriculum. Requires continuous improvement for all schools.	Requires the use of research-based interventions, progress monitoring, accountability, and access to the general curriculum, as well as alignment of transition services with post-school opportunities.
Building Capacity	Focuses on schoolwide systems. Requires greater collaboration of teachers and staff to coordinate efforts of instructional delivery, assessment, and decision making.	Requires data collection and evaluation to determine adequate yearly progress. Requires that teachers are highly qualified.	Encourages capacity building through the inclusion of an early-intervening services provision that includes interventions to students at risk and related professional development for teachers.	Requires creating a plan that includes increasing the percentage of students meeting academic standards and that specifies how and to what extent the school expects to make continuous improvement in all areas of the education system.	Encourages capacity building through the inclusion of an early-intervening services provision that includes interventions to students at risk. Requires related professional development for teachers and support personnel.
Adapted from materials in: *Mellard, Daryl F., Johnson, Evelyn (2008) <i>RTI: A Practitioner's Guide to Implementing Response to Intervention</i> , Public Law 221, and Article 7					

Positive Behavior Supports

PBS is a framework for designing and implementing a school behavior plan. This system uses a problem-solving model to prevent inappropriate behaviors through teaching and reinforcing appropriate behaviors. Similar to Academic RTI, PBS offers a range of interventions that are systematically applied to students based on demonstrated need. PBS includes:

- Embedding evidence-based behavior practices in curricula, culture, and expectations.
- Focusing on prevention.
- Developing proactive strategies for defining, teaching, and supporting appropriate student behaviors.
- Incorporating demonstration and practice when teaching prosocial skills.
- Providing a continuum of supports for all students.
 - Tier 1 – Instruction and universal interventions and acknowledgements
 - Tier 2 – Targeted interventions determined by data
 - Tier 3 – Functional behavior assessments and behavior improvement plans
- Utilizing research-based practices.

Key Components of Reading

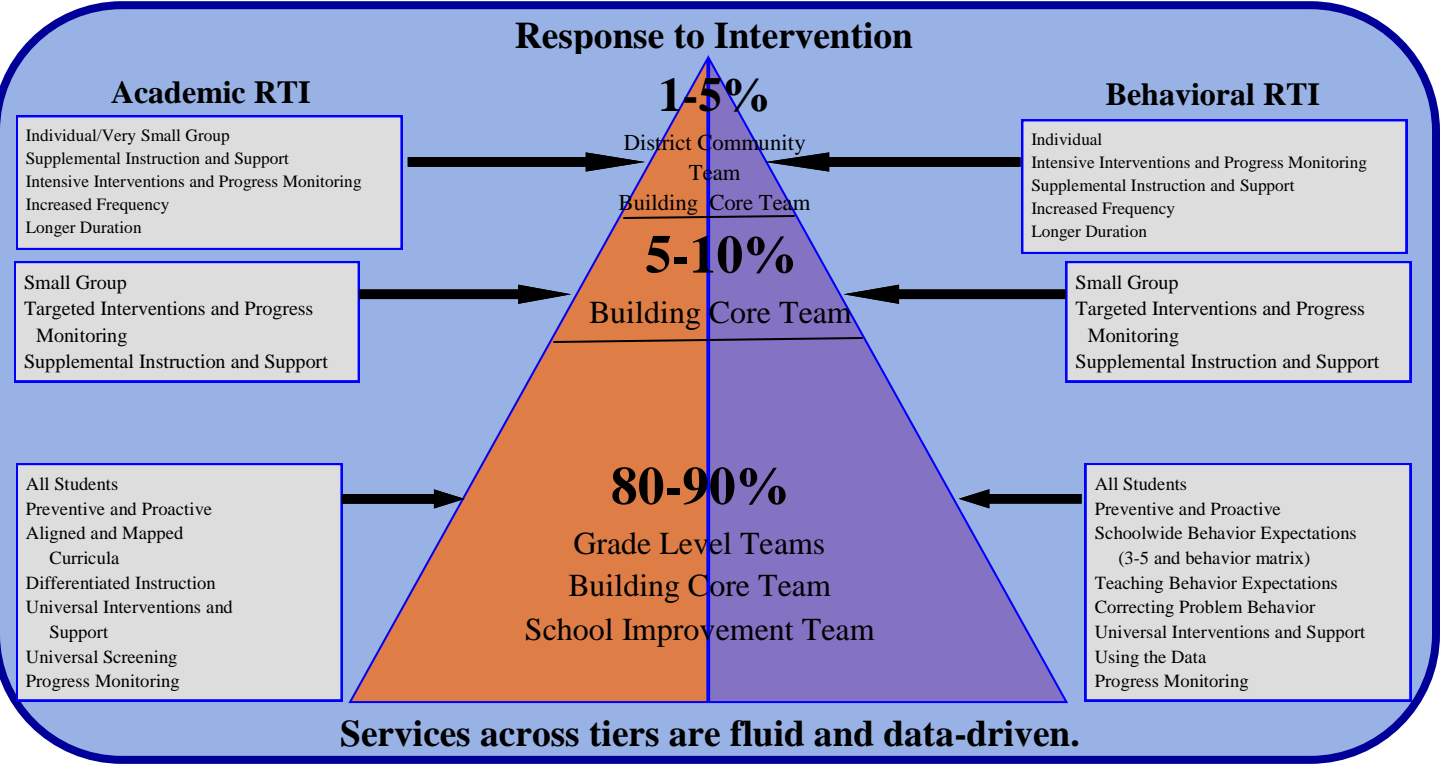
The National Reading Panel (2000) identified the following skills as central to reading achievement:

- Phonemic awareness—the ability to hear, identify, and manipulate the individual sounds in spoken words.
- Phonics—the understanding of the relationship between letters or written language and sounds of spoken language.
- Fluency—the ability to read text accurately and quickly with proper expression.
- Vocabulary—the words we must know to communicate effectively.
- Comprehension—understanding the meaning of what is read and the strategies readers use to make sense of text.

Focal Points of Math Instruction

The National Council of Teachers of Mathematics (2006) has identified three focal points for math instruction:

- The use of the mathematics to solve problems.
- An application of logical reasoning to justify procedures and solutions.
- An involvement in the design and analysis of multiple representations to learn, make connections among, and communicate about the ideas within and outside of mathematics.



Definitions

Universal Screening – School- or district-wide type of assessment of age-appropriate critical academic and/or behavior skills to determine which students may be “at risk” or high ability.

Intervention – Instruction that supplements and intensifies classroom curriculum/instruction to meet students’ needs (academic and/or behavioral).

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress; level of performance at the “start” of data collection.

Trend Line – A line graph that illustrates a student’s progress toward a benchmark.

Research-based – Practices that utilize strategies validated as effective through scientific studies.

Evidence-Based – Practices that utilize existing evidence from worldwide research and literature on education and related subjects or established by sound evidence where existing research is lacking or of a questionable nature.

Progress Monitoring – Measuring student performance over time to illustrate whether the student is achieving appropriately to the instructional program delivered with research-based strategies.

Curriculum Based Measurement (CBM) – Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language. Each CBM test is an alternate form of equivalent difficulty that samples the yearlong curriculum in exactly the same way using prescriptive methods for constructing the tests and takes 1-6 minutes to complete.

Assessment Tools

- **Curriculum Based Measurements**—Designed to reflect a year’s worth of content and can be used to monitor student progress and inform instruction. CBM is sensitive to small amounts of growth and has been shown to be predictive of later outcomes and performance on statewide assessments.
- **End of Course Assessments, Final Exams**—Designed to assess previous learning and inform instruction.
- **ISTEP+**—Designed to assess previous learning and inform instruction.
- **Records and Permanent Products**—Includes office referrals, discipline, and attendance data which can be used to determine schoolwide behavioral needs and trends.
- **Direct Behavior Ratings**—Rating scales that can be individualized for specific student(s) and used to monitor effectiveness of behavioral interventions.
- **Observations**—Structured or anecdotal in nature, provide information about behavior and performance in the classroom/ school setting.
- **Curriculum Based Assessments**—A variety of strategies to assess student learning and inform instruction.

Fidelity

Fidelity of implementation refers to delivering instruction in the way in which it was designed and to the integrity with which educators complete screening and progress-monitoring procedures and follow the decision-making model. Only with fidelity at both the school and teacher levels can instruction, intervention, and assessment effectively meet the needs of students and ensure accurate results.